DOCUMENT RESUME

ED 044 844 EC 030 602

TITLE	Book of Proceedings of Workshops Held on Physical Education for the Mentally Retarded.
INSTITUTION	Mississippi State Coll. for Women, Columbus.; Mississippi Univ., University.; University of Southern Mississippi, Hattiesburg.
PUB DATE	70
NOTE	98p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.00
DESCRIPTORS	*Conference Reports, *Exceptional Child Education, *Mentally Handicapped, Physical Activities, *Physical Education, Physical Fitness, Recreational Programs
IDENTIFIERS	Mississippi

ABSTRACT

Proceedings are presented from three workshops concerning physical education for the mentally retarded held at Mississippi State University, University of Mississippi, and University of Southern Mississippi in 1967. Topics covered in the workshops include program development of physical education with the mentally handicapped, reports of research studies conducted in the Meridian schools, recreation and fitness in junior high special education, recreational programs for the retarded, balance beam exercises, and suggested activities with balls, skipping ropes, and tires. A general bibliography on physical education and the mentally handicapped, a special bibliography on music activities, and programs of the workshops are provided. (RD)

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BOOK OF PROCEEDINGS OF WORKSHOPS HELD ON PHYSICAL EDUCATION FOR THE MENTALLY RETARDED

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Mississippi State College for Women
Mississippi State University
October 28, 1967

University of Mississippi
November 7, 1967

University of Southern Mississippi
December 6, 1967

EC 030 602 E

Reprinted May 15, 1970

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In the Spring of 1967 the Southern Regional Education Board through a grant from the project on Recreation and Physical Fitness of the Mentally Retarded conducted a workshop on physical education for the mentally retarded in Dallas, Texas. Invited to participate in this workshop were representatives of state departments, colleges and universities providing leadership and training both in physical education and special education. One of the stipulations of attending the workshop was that these representatives would return to their respective states and conduct such workshops locally. It was decided by the Mississippi representatives at the workshop that four regional workshops would be held in the state. It was possible to secure a grant of $750.00 from the Project on Recreation and Physical Fitness of the mentally retarded to partially support the costs incurred in conducting them. The following Book of Proceedings was partially supported by this grant.

The following attended the workshop in Dallas and served as the steering committee for the four regional workshops:

Jackson State College
Mr. T. B. Ellis, Physical Education
Mrs. Beatrice Mosley, Special Education

Mississippi State College for Women
Mrs. Judy McCrone, Special Education
Dr. Mary Kate Miller, Physical Education

Mississippi State University
Mrs. Ernestine Rainey, Special Education
Dr. Donovan Horn, Physical Education

University of Mississippi
Dr. Avery Harvill, Physical Education

University of Southern Mississippi
Miss Mary Ann Brown, Physical Education
Dr. John Norsworthy, Special Education

Mississippi State Department of Education
Dr. Paul Cotten, Special Education

The Book of Proceedings from the workshop held at Jackson State College is available from Mr. T. B. Ellis, Jr., Physical Education Department, Jackson State College, Jackson, Mississippi.

WORKSHOP ON PROGRAMS OF RECREATION AND PHYSICAL EDUCATION
FOR THE MENTALLY RETARDED

PURPOSES OF WORKSHOP

1. To build awareness of the problems of mental retardation and the need of solutions.
2. To better prepare the participants in the knowledge and skills necessary to develop a program of recreation and physical education for the mentally retarded.
3. To encourage a committment to action on the part of each participant to initiate a new program based on suggestions and recommendations presented at the workshop.

PROGRAM

Place: Hogarth Student Center Auditorium, Mississippi State College for Women

Date: October 28, 1967

9:00 A. M. Registration - coffee and doughnuts

9:30 Keynote address - "Implementing an Effective Physical Education - Special Education Program" - Dr. Ladean Ebersole

10:00 "The Delacato Method in the Classroom" - Dr. Jim Califf

10:45 "Report of Research in Physical Education in the Meridian Schools" - Miss Jean Kidder

11:30 "Physical Education on a Primary and Elementary Level" - Mrs. Judy McCrone

12:15 Lunch - Buffet Style - Dutch Treat

1:00 "Physical Education Programs for the Junior and Senior High Level" - Mrs. Ollie Dollar, Starkville

1:30 "Recreational Facilities for the Mentally Retarded" - Mr. Roy Trim

2:00 "Summary and Future Plans" - Dr. Mary Kate Miller

CONFERENCE PLANNING COMMITTEE

Dr. Ladean Ebersole, Mississippi State University

Dr. Ernestine Rainey, Mississippi State University

Dr. Donovan Horn, Mississippi State University

Dr. Mary Kate Miller, Mississippi State College for Women

Mrs. Judy McCrone, Mississippi State College for Women

Dr. James W. Hunt, Chairman, Mississippi State College for Women

IMPLEMENTING AN EFFECTIVE PHYSICAL EDUCATION -
SPECIAL EDUCATION PROGRAM

Dr. Ladean Ebersole

Teachers, recreational directors, and parents, I appreciate the opportunity to meet with you in a unified endeavor to strengthen our programs to meet the needs of the mentally retarded. For some years now I have been in the position whereby I might observe and evaluate classroom teaching. Some of the best teaching I have seen has been in the area of special education. I feel that Special Education teachers are usually very "special" and do a very adequate job of teaching the mentally retarded. But for some years I have observed that because so many of the teachers are so called "retreads", that is, going from an elementary teaching position to special education or going from an elementary teaching training program straight into special education, a teacher emphasizes the three "R's". I am not minimizing the use of the skills because, I think, that we have a responsibility to teach academics. But what I am saying is that although teachers are doing an excellent job in all areas; there is a weak link in the chain. This weak link is in the area of physical education. I think that this is the time to evaluate to see if our programs have that weak link in the chain of curriculum activities.

We begin with a philosophy in all education. A philosophy is merely a crystalizing of what we believe or what we think. Socrates said "an unexamined life is not worth living." Let us objectively examine our own programs or evaluate our own programs in terms of meeting the physical education needs of our mentally retarded children. Let us also decide what is an effective physical education program, whose responsibility is such a program, and how can such a program be effectively planned and implemented. It seems to me that often there is a question as to who should assume responsibility for a physical education program. Who is responsible for this program? Is it the classroom teacher or is it the physical education department? If there is a separate physical education department with the school system, some of the retardates can be included in the regular physical education program. This workshop today is a plan whereby we can make such decisions, and after having made such decisions then we can plan an effective program.

All children have several aspects of their developmental growth and the mentally retarded children follow this same developmental pattern. That is they develop socially, emotionally, physically, and intellectually. Physical education and recreation can help to develop the four above mentioned areas. An effective physical education and recreational progrsm can help each child develop to his fullest capacity and truly enable him in the pursuit of happiness

which is the inherited right of all children in our democracy, all children including the mentally retarded.

As you noticed when we sent out the invitations we listed some purposes of this workshop. The first purpose was to build an awareness of the problem of mental retardation and the need of a solution. Purpose number two: to better prepare the participant in the knowledge and skills necessary to develop a program of recreation and physical education for the mentally retarded. Purpose number three: to provide "how to do it" programs. The fourth, to encourage a commitment to action on the part of each participant to initiate a new program based on suggestions and recommendations as presented at this workshop here today. We are indebted to the many participants who have come prepared to demonstrate what they consider good techniques and methods.

After we have established a philosophy of what we believe and what we think, then the natural follow-up is that of designing objectives. This is what we think we should do specifically in the area of mental retardation and physical education. From the objectives, we go into methods, materials, and techniques. It is my hope that today at this workshop all of these will be discussed whereby you can go back into your own respective positions and come up with a philosophy, educational objectives, methods, materials, and techniques, whereby you might develop an effective physical education program in your own specific situations.

What are the recreational goals for the six million retardates now in the United States?

1. Personal fulfillment: Recreational activities have one outstanding purpose--to enrich the lives of people by contributing to their fulfillment as individuals and to their effective function in a democratic society. All human beings have physical and psychological needs, and one of these is adequacy of self-enhancement. Each individual needs to be wanted, accepted, and successful. These are the keys to understanding human behavior.
2. Leisure skills and interests: People like to do what they do well, and what gives them enjoyment, happiness, and satisfaction. We must therefore, develop this level of skill for leisure activities with our retardates--a responsibility that belongs to the school and community agencies.
3. Health and Fitness: The growth and development needs of children and youth require large amounts of big muscle activity. Children much prefer "doing" to "watching." If we neglect the health and physical fitness aspects of our program, then we have not met all the needs of these children.
4. Creative expression and Aesthetic Appreciation: All children have the desire to be creative, and all children have the right to aesthetic appreciation to give depth and richness to life.

5. Democratic Human Relations: This involves a respect for people. Children are not born with the qualities of a democratic citizen, but must learn through democratic process. One of the important functions of recreation leadership is to conduct programs in such a manner that they produce a kind of behavior essential to citizens in our democracy.

The type of program advisable for the mentally retarded members of the community depends not only on the degree of retardation, but on physical fitness and social adjustments as well as past experiences. Recreation and school physical education personnel need to develop programs for the mentally retarded that meet their needs, interests, abilities, and limitations.

The philosophy and direction of programs for the mentally retarded are changing. No longer are recreation and physical activities looked upon solely for the purpose of giving parents a break from babysitting. Play and recreation are essential for the education, training, and therapy of the mentally retarded. The teachers and leaders must understand the interest, abilities, and feelings of the retarded and avoid the pit fall of evaluating activities according to his own personal interests, abilities, and feelings.

I would like at this time for us to consider specific, desirable, attainable objectives of a comprehensive program. I think too often we conceive of physical

education programs as physical development only, to the exclusion of the other aspects as the social, the emotional, and the intellectual.

1. Physical objectives, of course, include improving body posture, sensory receptors, developing a sound mind and body, improving the basic motor skills, and increasing physical stamina and motor ability.
2. Social objectives should include the development of skills and abilities necessary for successful participation in variety of wholesome recreation activities. This program should include social experiences that will aid in an increasing degree of social independence. It should enable children to experience greater degrees of acceptance and belonging as an individual to different social groups.
3. It should develop better self-care skills, leadership, and help children to become more cooperative and to respect the rights of others.
4. The emotional objectives are many and such a program should foster levels of courage, self-confidence, and poise. It should improve the self-image and increase self-respect. It should give these children a greater satisfaction through actual participation and enable them to become happier as an expression of joyable participation in wholesome play activities. It should enable them to become more independent

and self directed and help them to develop greater self-discipline.

5. And above all, it should enable them to have fun and enjoy participation. It should develop intercontrol for overt behavior, positive attitudes toward play and recreation, and improve self-control and emotional stability. These are a few of the objectives under the heading of emotional objectives.
6. So often we wonder how a physical education program could aid and develop the intellectual objectives. To name a few intellectual objectives, we might consider improving communication skills and language development, as well as vocabulary, to improve the attention span and ability to concentrate, to teach children to follow directions and to develop pre-vocational skills, to arouse a sense of curiosity as well as to acquire new skills, hobbies, and interests. We might consider developing previously unhelped talents and teach children to become more observant and to improve auditory and visual discriminations.

There are certain principles of organization to be considered based upon the understanding of the mentally retarded which will help guide administrators, supervisors, and classroom teachers in their search for meaningful, effective, and efficient programs.

1. We must understand that the course of development of play interests in mentally retarded children is similar to that of normal children except that their rate of development is slower.
2. We must consider the mental age as an important guide in the determination of activities.
3. We must always remember the most satisfactory recreational work is possible when the chronological age and mental age differences in groups are kept within certain limits.
4. The program must be related to the physical, mental, social, and emotional characteristics of the retarded.
5. The basic play and recreation needs and interests of the retarded are not radically different from those of the non-retarded population. They differ only in degree and in the method of expression.
6. The intellectual capacities are such that activities should have few rules, require little memorization of rules, strategy, or movement patterns and stress the concrete rather than the abstract.
7. Within any group of retardates there is a great range of physical and recreational abilities and potentialities that must be considered.
8. Because of the needs for more individual attention and instruction small groups with sufficient personal

afford closer supervision and stimulate greater individual progress and development.

9. Once motivated, some of the retarded are capable of learning relatively complex recreational skills and of performing on higher levels of competency.
10. The retarded person wants to be accepted as an individual.
11. An increasing number of mentally retarded persons have multiple impairments involving physical incapacities. This group should be allowed to benefit from the programs with the inclusion of appropriate activities and the making of necessary adaptations for their safe and successful participation.

Let us consider some special needs of the mentally retarded as we proceed to develop our program.

1. Many retarded children can adjust in normal recreational groups. Many children who are mildly retarded are members of established recreation groups in which they have made satisfactory adjustments with social interaction with other children. If this is the situation in your own particular school, I feel that the physical education teacher then, can take care of the retarded children in her own physical education program.
2. The retarded child needs a functional, structured environment. In initiating programs for the mentally retarded there should be little or no "free play".

The entire recreation or physical education period should be carefully scheduled by the group leader.

3. Another consideration is the child's comprehension for abstract cues and concepts. Playground behavior differs from classroom behavior or home behavior. The difference should be made known to the child from the very beginning of the program. The child should be shown an activity before any attempt is made to describe it to him verbally. This is why classroom teachers should play with the children, and not tell the children how to play.

4. The child should be motivated toward activity. It is usually advisable to start each recreational period with the same activity, regardless of how activities may vary from session to session. For instance, the first five or ten minutes of the recreational period should be spent in calisthenics and group running.

5. The retarded child should have a buddy. One of the main purposes of group recreation is to give the child experiences in submerging his own needs and desires to those of the group as a whole. For the retarded child the recreational group may afford the only opportunity in which he can learn such behavior. from the very beginning in the recreational group he should be assigned a "buddy" or partner with whom he shares success and responsibility.

6. The retarded child may have his own standards of what is pleasurable. Every one is unique in his life experiences and his particular environment has trained him to interrupt these experiences. What some children consider fun some other children do not consider fun at all. Therefore, we must consider each individual, as a separate entity.

7. The retarded child generally tends to lack agreessiveness. This observation contradicts the notion that all retardates are potential physical dangers to other children in the neighborhood. An aggressive retarded child is difficult to rear and parents tend to punish them for aggressiveness sooner than for any other misbehavior. Thus the retarded child whose principle motivation is found in a need for approval soon learns to withdraw rather than to stand on his own ground.

I found in my past experiences and I think most of you will agree that the mentally retarded child must be taught how to play. He may know how to play with himself, or the siblings in the home, or with close friends, but he needs to be taught to play with other children. Therefore, we must assume this responsibility as part of our day to day curriculum. The recreational program designed to

meet the needs of the mentally retarded must be highly diversified. The program offered should provide a wide variety of developmental activities suited to the interests, abilities, limitations, skills, and functional intelligence of the individual participant. In conclusion, I would like to name some possible considerations for you in future planning of your program.

1. Arts and crafts activities provide the participant with the chance to create and construct physical objects. Aquatics or water activities are among the most popular of summer time activities. Most children like water, but in some cases the children who are retarded learn a fear of water which must be erraticated before they can learn to enjoy any kind of water activity.
2. Another consideration is a program of musical activities for children who respond to no other medium, because many times they can be reached through musical activities. Rhythmic dances and activities should certainly be a part of your program.
3. And then there should be a program to develop the basic movements, such as balancing, bending, catching, climbing, pulling, pushing, and etc.
4. A physical fitness program of course is a part of the total program. Physical fitness should include

corrective exercises, climbing activities, tug-of-war, walking, to name few. Stunts, tumbling, and apparatus activities should also be included. These children love relays of all types, and other kinds of games and sports.

5. Team sports, dual sports, individual sports should also be incorporated in your program.
6. Outside activities such as dramatics, excursions, and spectator events should be considered.
7. There is always a time for quiet games in your programs, and special events or activities that are not scheduled regularly--field trips, tournaments, and picnics to name a few.
8. Social activities are also a consideration where the children entertain and are entertained, where there is group singing and spectator sports.
9. Clubs provide an important outlet for the retarded and hobbies and collections are also a thrill to them.

It is up to you to plan your individual program to incorporate these activities and decide how such a program can meet the individual and group needs of your respective children. Physical education holds great promise for helping mentally retarded children achieve increasing levels of aspiration and independence. It has been demonstrated that physical, mental, and social competencies improve as the child becomes physically educated, but physical

educators have not in the past exerted the full force of their potential. While many of the sciences and professions have begun to take action in the area of mental education, shockingly little is being done to provide the retarded with vital recreational and physical education programs. The lack of research in the area of recreational and physical education is a real tragedy for the mentally retarded because so many of the important questions remain unanswered. Perhaps you, as an individual might make a contribution in the area of research. I personally feel that each classroom teacher is a researcher. May I suggest that we share what we find to be effective in our programs which we design in the future. In this way, we can know what other people are doing in this area, and we can share what we think to be effective methods, materials, and techniques.

In conclusion, I would like to say once again that I think that this is a wonderful opportunity for those of us who are concerned with the education and development of the mentally retarded child, to have a so called "marriage of physical and special education", whereby we can design programs and assume a responsibility for such programs to the needs of our mentally retarded children. When we have done this, then we can truly say that we

not only believe in education for "All American Youth", but we shall assume an individual responsibility to guarantee education for all American youth so that retarded children will have the right to the "pursuit of happiness".

REPORT OF RESEARCH IN PHYSICAL EDUCATION IN THE MERIDIAN SCHOOLS

Miss Gene Kidder

We are fortunate in being one of the nine participating school systems of the United States in the two-year AAHPER-Kennedy Foundation Matching Fund Grants for Physical Education and Recreation for the Mentally Retarded.

We have eleven classes of special education in the Meridian Public School System. These classes are composed of both Negro and white students. The breakdown of these classes are as follows:

Number Classes	Classification	IQ	Ages'
2	Trainable	Above 50	6-7 8-13
2	Primary Educable	50-80	6-10
3	Intermediate Educable	to 80	10-14
4	Pre-Vocational Educable	to 85	15-19

These classes have physical education five days a week for 45 minutes to 1 hour periods. Some classes are co-educational, others are separated according to sex; some classes dress out, others do not--depends on age, needs, location of facilities, etc.

The objectives of this physical education program are identical with those of a regular physical education program.

1. To develop maximum physical fitness.

   We attempt to achieve this objective practically the same as in a regular class--through a vigorous conditioning exercise program and other vigorous activities, games and sports.

2. To develop satisfying motor skills for leisure time use.

We use a breakdown here of four different kinds of motor skills.

a. Basic perceptual motor skills involving laterality, directionality, space discrimination movements and drills.

(1) Then we go into games involving these movements and skills.

b. Fundamental movement skills involving basic exercises and drills of agility, coordination, balance and strength.

(1) Then we go into games involving these skills.

c. Creative movement and rhythmic skills involving basic movements and steps.

(1) Then we go into folk dances, square dances and movements involving these skills.

d. Hand-eye coordination skills involving basic ball handling skills of throwing, catching, striking, kicking, etc.

(1) Then we go into lead-up games and sports involving these skills.

3. To promote social and emotional adjustment and growth.

We attempt to provide opportunities for the students to belong to teams, relays, etc., and to engage

in competition thereby providing experiences to learn to get along with people, accept decisions of group and to win and lose.

4. <u>To provide opportunities for mental growth and development</u>.

We try to provide many opportunities for the students to make decisions in game situations.
We believe and research backs our belief that the development of basic perceptual motor skills will improve academic achievement and development.

These classes of physical education for the mentally retarded are taught by junior college students who go to school a half of a day and teach the other half. They receive about four weeks training four hours a day before they go out to teach and then they are engaged daily in an in-service workshop or class. These junior college students are under the supervision of Mrs. Fredna Cross, who is the supervisor of this program. There are advantages and disadvantages in using junior college students to do this teaching, but I won't to into that at this time.

Two years ago we did an exploratory study of the value of a special physical education program for three groups of special education students in Meridian. The Oseretsky Motor Proficiency and Peabody Physical Fitness tests were used. Conclusions were as follows:

1. A regular physical education program for seventeen weeks may leave little or no measurable effect on special education students, ages 16-19.
2. Improvement in motor proficiency, as measured by the Oseretsky Motor Proficiency test, appeared almost negligible; however, there was a systematic difference between the pre-test and post-test with regard to particular skills.
3. Younger special education students, especially the educables, appeared to benefit in improved physical fitness when subjected to a special program in physical education.

A review of this study will be available at the end of this session. We have a few copies of the full study if any of you are interested.

If I were asked to summarize with three basic statements, the most important principles on which to base a program of physical education for mentally retarded, I would name these three.

1. Mentally retarded students are more alike the so called normal students than not alike.
   (a) Adapt, change and modity activities found in a regular physical education program to suit the capacities, abilities, and interests of the group being taught.

(b) Stay away from little games for little people.

(c) Don't "water-down" the program--keep it as vigorous as possible.

2. Expensive equipment and facilities are not a necessity in order to have a broad varied program by which your objectives may be achieved.

(a) Many activities may be used in a regular classroom.

(b) Many available articles may be used as equipment.

Cardboard Boxes

Auto Tires and Tubes

Ropes

Sticks - Sticks of Firewood

Chairs

Bean Bags

I believe the most important ingredient for a successful program of physical education for mentally retarded is a dedicated interested teacher who knows the needs, abilities, and interests of his students.

(a) There is nothing about a retarded child that prevents him from attaining the same degree of physical fitness as anyone else--<u>if he has the program</u>; <u>if he has the opportunity for these experiences</u>; <u>and if he receives the patience, attention and care</u>.

AN EXPLORATORY STUDY OF THE VALUE OF A SPECIAL PHYSICAL EDUCATION PROGRAM FOR THREE GROUPS OF SPECIAL EDUCATION STUDENTS IN MERIDIAN, MISSISSIPPI

Miss Gene Kidder and Norvin L. Landskov

The Elementary and Secondary Education Act, Public Law 89-10, in its emphasis upon equal educational opportunity for all and through its authorization of financial support of research in problem areas provides opportunity for research dealing with the education of the mentally retarded and handicapped children. The act, in effect, challenges school people to seek out better ways for educating such neglected children. One area that has been in need of improvement is that of physical education. With this in mind, the Meridian Public Schools applied for and received a federal grant in support of an experimental program in physical education for the Meridian special education students. So far as could be ascertained by a review of the literature, this would be a pioneer study of an exploratory nature.

This paper will deal with (a) the plan of the study, (b) the sources of data, (c) the findings, and (d) certain conclusions.

The Plan of the Study. Five classes in physical education for the special education students were used. For the purposes of the experiment they were treated as three groups:

Control Group -- Eighteen students in two classes, ages 16-19 all classified as educable.

Educable Group -- Nine students in two classes, ages 7-13.

Trainable Group -- Ten students in one class, ages -14.

No attempt was made to equate the groups. The control Group served its control function by following the conventional

program of physical education activities. A special physical education program was utilized in dealing with the Educable group and the Trainable group.

The experiment covered one semester (approximately seventeen weeks) of instruction. Test scores derived from pre-testing and post-testing were compared to ascertain the effectiveness of the two instructional programs. The two tests used were the Oseretsky Test of Motor Proficiency and the Peabody Physical Fitness Test, Parts 3, 4, and 5.

Sources of Data.

A. The students. Educable special education students in the Meridian Public Schools are individuals of subaverage intelligence (IQ's approximately 50-80) who are capable of being educated to become self-supporting. These students are in special classes for special education students. They are also referred to as mentally retarded, and many have physical handicaps.

Trainable special education students in the Meridian Public Schools are individuals with subaverage intelligence (IQ's 35-55).

B. Special physical education programs. The program is based upon twenty one Guide Lines for teachers in special education (available upon request in the Meridian office) and such suggested activities as the following, adapted to the capacities of the students:

1. Developmental exercises, taught in progression and gradually increasing in power.

2. Low organized individual activities, including ball handling, rope jumping, and similar exercises.
3. Chasing and fleeing games, played by entire class.
4. Stunts and Combative activities, adapted to individual needs.
5. Squad games, including relays using previously learned stunts.
6. Rhythms, including creative movement, simple folk rhythms, and square dancing.
7. Simple lead-up games, used only after students have mastered fundamental skills.
8. Sports, used after students have mastered simple lead-up games.

C. Oseretsky Test of Motor Proficiency. The Oseretsky scale is a year-scale of tests of motor maturation for measuring genetic levels of motor proficiency. The Oseretsky tests used in this study are for four to sixteen years. They are comprised of the six following tests with separate tests for each age:

1. Test for general static coordination.
2. Test for dynamic coordination of the hands.
3. Test for general dynamic coordination.
4. Test for motor speed.
5. Test for simultaneous voluntary movement.
6. Test for synkinesia (ability to perform without superflous movement).

D. Peabody Physical Fitness Test. The concept of physical fitness involved in this test recognizes the term as pertaining to the total functional capacity of the individual in relation to a specific task an individual must undertake, thereby recognizing the inseparability of all systems of the body. The parts of the test used in this experiment were the following:

Part 3. Burpee Muscular Power

Part 4. Speed-Shuttle Run

Part 5 Strength-Volleyball Throw

The findings. It will be recalled that the three experimental groups were not equated. The Control Group students were older. The trainable Group students were distinctly inferior intellectually. Nevertheless, a chi-square test was run using the Oseretsky scale to determine whether the three groups could be treated as of one population. They could not; and in most of the sub-tests the differences were statistically significant. The findings, therefore, will involve changes in test performance for each of the three groups.

Only one student failed to equal or surpass his pre-training score, but the improvement as measured on the Oseretsky scale was minimal. No group on any of the sub-test improved to a point of statistical significance (chi-square). The Trainable Group appeared to have improved the most; the Control Group appeared to have improved the least.

TABLE I

Comparison of Control, Educable, and Trainable Groups on a Variation of the Peabody Physical Fitness Test

TRAINABLE GROUP						
PEABODY PHYSICAL FITNESS TEST	M	SD	OM	RHO	diff	t
Muscular Power-1st Test	2.62	2.16	.72	.98	.23	3.26[a]
Muscular Power-2nd Test	3.37	2.63	.88			
Speed -1st Test	18.25	4.39	1.46	.49	1.35	1.07
Speed -2nd Test	16.8	3.47	1.16			
Strength -1st Test	15.3	11.92	3.97	.76	5.903	.605
Strength -2nd Test	18.9	13.60	4.39			

EDUCABLE GROUP						
PEABODY PHYSICAL FITNESS TEST	M	SD	OM	RHO	diff	t
Muscular Power-1st Test	4.05	1.98	.48	.83	.83	4.97[a]
Muscular Power-2nd Test	5.54	2.26	.54			
Speed -1st Test	18.21	2.64	.60	.36	.58	3.92[a]
Speed -2nd Test	16.3	2.47	.56			
Strength -1st Test	15.8	18.16	4.51	.79	2.83	.724
Strength -2nd Test	17.87	17.27	4.19			

	CONTROL GROUP					
PEABODY PHYSICAL FITNESS TEST						
Muscular Power -1st Test	8.31	5.61	1.45	.79	1.41	.085
Muscular Power - 2nd Test	8.43	2.12	.054			
Speed - 1st Test	11.8	2.21	.552	.86	2.86	.699
Speed - 2nd Test	9.82	2.11	.527			
Strength - 1st Test	36.27	27.03	7.75	.99	1.38	.703
Strength - 2nd Test	33.97	30.75	7.69			

[a]Significant at the .01 level.

Analysis of Table I indicates that in general the Educable Group showed the next greatest improvement between the first test and the second test. In the area of the muscular power items of the test, The Trainable group showed a statistical significance at the .01 level of confidence; while in the area of the speed item of the test, the Trainable group did well but did not quite reach the .05 level of statistical significance.

The Control group showed little or no change between the first and second test on any of the areas of the Peabody Physical Fitness test.

It would appear that the special physical education program contributed to change in performance for the Educable and Trainable groups in the three areas of the Peabody Physical Fitness Test used in this study.

Conclusions.

1. A regular physical education program for seventeen weeks may have little or no measurable effect on special education students, ages 16-19.

2. Improvement in motor proficiency, as measured by the Oseretsky Motor Proficiency Test, appears to be negligible in the space of time used in this experiment, regardless of the program used.

3. Younger special education students, especially the Educables, appear to benefit in improved physical fitness when subjected to a special program in physical education.

4. Individual differences are pronounced within special education groups. Not only are measures of variability high (e.g. the standard deviation), but case records indicate many and varied physical disabilities. These observations suggest the employment of the case method in judging the effectiveness of special education programs.

5. Special physical education programs for the mentally subnormal and/or physically handicapped children can be defended upon philosophical grounds.

PHYSICAL EDUCATION FOR THE MENTALLY RETARDED CHILD

Mrs. Judy McCrone

For years educators have paid lip service to educating the"total" child. Today we are concerned with the interrelatedness of the academic and physical needs of the retarded child.

Although many of these activities would be adaptable for the trainable child, today you will be observing and participating with educable mentally retarded children who are functioning on an intermediate level.

Regardless of the assumed intelligence quotient (I.Q.), you will become increasingly aware that the retarded child is first of all a child and secondly a child with a disability. He is more alike than he is different from a normal child.

As you observe, please note individual differences. Each child is encouraged to participate to the maximum of his ability; perfection is not the object.

It is believed that body awareness has a direct effect upon academic performance. I have, therefore, made an attempt to provide a comprehensive program to improve posture, develop musculature, develop body awareness, and improve self concept.

To change or improve body image, the child needsto become involved with his body. He needs to see, hear, and feel his body and body parts in as many different ways as possible.

Through the following combination of movements, I will suggest some activities to improve body awareness, increase motor control, improve locomotion and spatial orientation. Some activities have been chosen to improve balance and agility. There has been an attempt to develop strength and endurance.

Last year at this time most of these children were unable to hop and skip with accuracy. This year there are three new children who have not had the opportunity to take advantage of the previous year's training.

You will notice that there has been a general emphasis on locomotor movement. The children will begin activities with a locomotor postural developmental activity. In the second activity, you will see the children integrate body parts into a co-ordinated activity.

The initial demonstration includes marching and fundamental rhythms. Fifteen minute demonstration with children.

Physical, social, and emotional awareness as well as courtesy and self-discipline can be improved through dance. It is an excellent medium for relaxation and is a good leisure-time activity for children and adults.

Dance records are commercially available; some are particularly concerned with developing body awareness. Various dances help develop left and right sidedness; Hokey Pokey, Hansel and Gretel, and Luby Lu and familiar examples.

The second demonstration involves the children in circular dances and square dances.

To develop agility, rhythm, and a sense of timing, the next demonstration will involve bamboo sticks and rope jumping. Rope jumping is known to be a good body conditioner.

To have a balanced program, we must realize the need for rest. The final demonstration shows the children participating in restful, relaxing activities.

RECREATION AND FITNESS IN JUNIOR HIGH SPECIAL EDUCATION

Mrs. Olive Dollar

We had planned a demonstration using the students in my junior high Special Education Class. It was my hope that this planned demonstration could be beneficial and enjoyable to my students, and I would have been proud for you to see how well they have learned to play some fairly difficult games.

However, it became apparent that the children were most uncomfortable about the idea of appearing before so many people. At the moment, I sympathize completely. Probably the worst real disadvantage of having the children in special education is that it sets them apart as different. Of course, the advantages of special education outweigh the disadvantages, but I feel it is most important to respect the wish of the retarded child to be inconspicuous.

I feel that this desire to be unnoticed is healthy. It shows a degree of wisdom and dignity. I was impressed with the skillful way that Mrs. McCrone handled the situation.

I am so pleased that we are taking steps to provide better physical education training for special education students. I remember trying to get a student in a physical education class years ago and being told, "He can't take P. E. He can't even catch a ball."

Of course we know that the large teacher load in P. E.

makes it impossible for most of these students to fit into a regular P. E. class, and the crowded schedule of the P. E. teachers had made it impossible to have a time to work with the class separately. Too often, special education teachers have not felt that we had the "know-how" to really teach physical education. Now that we realize more sharply the importance, perhaps we can overcome the obstacles. G. N. Getman expressed his feelings this strongly, "thought which does not get into the muscles never fully possesses the mind."

Motor control plays a part even in speech. I understand that it takes about 78 different muscles to talk! My husband says that on that basis I get plenty of exercise.

I am going to speak on Recreation and Fitness since I feel it is more likely that there will be less chance of repeating or overlapping.

Last year, we had Special Education in the junior high for the first time. As you know, the first year, before you get to know your children or collect needed materials, can be most difficult.

Four of my students were able to attend regular P. E. class, but the other six were getting only the exercise they could get in two short recesses.

Then I discovered that the gym was not in use one period of the day and started teaching the children some simple games.

One day I had a pressing need to counsel with a student, and after a brief exercise period I gave them volley balls and basket balls and turned them loose to do as they pleased - within certain limits of course.

When I finished talking with the student, I sat and watched the children and I was surprised to find that they were very gainfully employed. Some were shooting at goals, some were pitching the ball back and forth all the way across the gym, and some were bouncing the ball against the wall and catching it. My withdrawn, almost worldless child was talking to another student.

I began giving them some "free time" in the gym every day, and I would like to tell you about some of the advantages that have come about through this "happy accident."

I have had a chance to observe students and recognize some of their problems. I can counsel with a student without attracting the attention of other students too busy to notice. For the few behavior problem students, it gives me a practical and fairly painless way of inhibiting their taking advantage of other children or playing unfairly--by having them sit out the play period or part of it. My only two behavior problems have made more progress here than through any other means.

Last year one of the students who had been in a regular P. E. class taught the other students a game called "slam,"

which involves shooting at the goal, catching someone else's ball on first bounce--a number of rules that they have followed well and a degree of alertness and quickness that surprised me.

Two of the students started a two man dodge ball game. It looks a little gruesome--one student stands two or three feet out from the wall and the other throws at him. They have to use a softball and I keep an eye on them, but it is really no worse than dodge ball. When one is hit, he becomes the one who throws.

One of the students rolled a penny across the floor, chased it down, and stepped on it. This caught on for a week or two and there were several chasing pennies. Then they started something else.

I do not recommend this as better than a good well-planned P. E. program. However, I think it is beneficial for the children to have some time to occasionally jump rope, bounce the ball against the wall, or whatever they like as long as it is exercise or is developing muscular coordination. We have talked about muscular coordination and finger dexterity in class. The students know developing skill in this will help them hold a job.

Right now, they are tired of most of the games they know, and I will have to do more "teaching in the gym" to keep them from wasting their time.

It has been said that leisure time is the time that is more of a problem to retardates than the time they are in school or working. Last spring we planned some of our work around parties and leisure time activities. We prepared a meal for the class and ten teachers decorated tables. The practice teachers honored the children with a party and let them help plan it. Of course, we put in as much reading and arithmetic into preparing for these events as possible.

During the last six weeks of the school year, we did not go into the gym from 10:15 - 11 because the children got too hot and tired to work well afterward. Instead we tried to see how many games we could learn in the room, or outdoors in the afternoon. We played card games, dominoes, checkers, chinese checkers, and learned "newspaper tag" which is a party game.

I believe the semi-structured situation in the gymn now, and from 2-3 last spring has given me a chance to help the children develop socially and get them ready to use their leisure time well when they get out of school.

It has also helped to break some of the feeling of isolation that they have. Most of them make friends in the special class at school but go home to a neighborhood where there is very likely no one to play with. There is usually no one outside their own families that they feel comfortable with who enjoys their company. Since social development is so important in their lives, I do not feel that an hour or

an hour and a half a day is too much class time to devote to social development.

I hope that some time in the near future, we will have a scout troop for these students that will also have as many scouts from regular classes as possible who are interested in helping and befriending the children from the special class. It will also have more scout leaders per scout than most other scout troops. Besides recreation and enjoyment, special students will develop more responsibility and learn many skills.

RECREATIONAL PROGRAMS FOR THE MENTALLY RETARDED

Roy Trim

My subject assignment is "Recreational Facilities for the Mentally Retarded", however to my knowledge we do not have any recreational facilities specifically for the retarded in Mississippi. To obtain maximum recreational facilities and programs for the retarded all resources of the community must be utilized. Use of these resources depend to a great extent on parent education and participation by the mentally retarded. This being true, it seems to me that a strong Association for Retarded Children is absolutely necessary to inter-related programs with other Community Agencies.

The mentally retarded must be taught many things which normal children learn spontaneously or incidentally. Often they must be taught to play and to be helped in developing creative qualities that give them fun and pleasure. When this has been achieved the retardate can gain the same satisfactions from participating in social and recreational activities as other people. These satisfactions derive from: (a) being recognized and accepted in the group situation; (b) a sense of accomplishment in activities in which he is successfully interacting with his peers; (c) the experience of self-expression, especially when making positive contributions to the group's activities; (d) the enhancement of self-esteem; (e) and the feeling of "belonging".

Some of the purposes, other than physical fitness, are to provide:

1. A medium of enjoyment for mentally retarded children and youth.
2. A setting which will aid them in social adjustment - one which provides a small, intimate, face-to-face experience with others of the same age, including members of the opposite sex.
3. Experiences to help them to develop simple, useful skills that they can carry over to the home, to the community, and perhaps to employment.
4. Experiences to help them accept themselves and the limitation imposed by their retardation, as well as to utilize their capacities to increase their feelings of self-worth.

Recreation for the Retarded should of course begin in the home. The best type of recreation in the early years would depend upon the degree of retardation. For instance, and educable retardate could probably benefit from the same types of family recreation as the normal child. The more severely retarded would probably need special programs, such as, special toys and games. Pre-school educables, as a rule, should be able to particiapte in neighborhood play activities with other children. This does not apply to the trainable child. This indicates that almost from the beginning special types of programs must be provided for them.

It is certainly gratifying to the parents to observe the keen interest now being shown by the educators in providing physical education as a part of the special education program. In the early years of special education this was not always so.

Some of the Community resources that can be utilized to provide recreation for the retarded are: Local Association for Retarded Children, Churches, Girl Scouts, Boy Scouts, Y.M.C.A., Boys Club, Y.W.C.A., City Recreation Department, Red Cross, Civic Clubs, Professional Groups. All of these organizations will respond to help meet the needs of the retarded if the need is pointed out and a strong parent group is available to advise and assist them. The Association for Retarded Children also would help with case finding and promotion of attendance to the activities.

I am going to relate to you how recreational programs for the mentally retarded have been provided, on a limited scale, utilizing the facilities that are already in our community.

The first residential camp for the mentally retarded in Mississippi was started by the Hinds County Association for Retarded Children in 1958. Obtaining a camp site was not easy until the Girl Scouts heard of our need. They agreed for the Association for Retarded Children to use their facilities at Camp Wahi immediately following their summer camp program. The Girl Scout Advisors helped the Association for Retarded

Children plan camp activities and assisted in obtaining Counselors. Senior Girl Scouts volunteered a week of their time for this service. The Senior Boy Scouts volunteered to counsel the boys. The Red Cross provided water front supervisors without charge. A registered nurse from the University Hospital gave a week of her vacation to help as camp nurse. After many hours of planning we were ready for camp. We had involved four community organizations in providing this recreational activity. In addition to the direct contribution made with these agencies, many civic clubs were involved by providing sponsorships for those retarded from low income families who could not pay their expenses.

The Association for Retarded Children spent many hours counseling with parents and finally enrolled twenty-one campers. There were no experts available to advise us on the type of camp activities that would best meet the needs of the retarded, so the trial and error method was used. To our surprise we found that these boys and girls could follow a regular camp schedule with minor changes. For this group, it was their first time to be away from home and parents. They adjusted quickly, but some had the same problems as some normal children. One such problem was home sickness. Camp activities began at 6:30 in the morning and lasted till 8 at night. The campers participated in such activities as swimming, hiking, crafts, archery, singing, dancing, out-door games, and religious nuture. The adult staff was surprised

at the degree of participation of the campers. After the first camp the parents and teachers were greatly impressed not only by the joy and happiness of the campers, but also by the learning experiences they received. This summer we finished our 9th residential camp with 68 retarded campers in attendance.

Any community could organize a similar camp utilizing the resources already available. Other communities have sponsored day camps very successfully.

The summer camp made us realize how hungry these people were for recreation. As a result we began planning monthly socials for the teenagers and older. We utilized the Community Club House from the City Recreation Department, used high school bands to provide the music, and called on Girl Scouts to help with social games and activities. Various ladies organizations and Church related groups provided refreshments for the socials. This has not only been an outlet for their excessive energy, but it has been a method of teaching them accepted social behavior. This activity has grown to the extent that we now serve seventy-five or more each month.

As a result of the camping program, Girl Scouts and Boy Scouts Troops were organized for the retarded. The sense of belonging was very evident for the first time for some of the Scouts when they donned their uniform.

The local Y.M.C.A., in cooperation with the Association for Retarded Children, provide weekly swimming classes for the retarded during the summer months. Most of the retarded are capable of learning to swim and thoroughly enjoy this activity. This program is excellent to improve muscular coordination.

Until just a few years ago none of the Churches in Mississippi had any facilities or programs to meet the need of the retarded. The local Association for Retarded Children, working with Calvary Baptist Church in Jackson, recognized a real need in this area. A Special Education Sunday School Department has been developed. The Department now has six classes with an enrollment of fifty. In connection with the religious program, we found another recreational opportunity. The Bible School schedule for this Department is set for six weeks during the summer. Each Thursday evening we provide one hour of Bible Study and one hour of recreation in the church gymnasium. These activities include skating, basketball, soccer, ping pong, and games. Other parties are held during the year for this department.

Recently the Mississippi Youth Association for Retarded Children was organized under the sponsorship of the Mississippi Association for Retarded Children. Mr. Paul Cotten, with the State Department of Education, and his committee serve as adivsors for this youth organization. Most of the approximately 75 young people who are charter members of

M.Y.A.R.C. have already served in one or more of the various activities I have just discussed. These youths are high school or college students. The practical experience that they have received while working directly with the retarded has already contributed to their choosing a vocation which will in future years prove most beneficial to the retarded. This exposure of more and more of our young people to the retarded and their needs will help to alleviate the man-power shortage in this field. Each of us should encourage and help this fine young organization throughout the State.

SUMMARY AND FUTURE PLANS

Dr. Mary Kate Miller

Man is an active creature - and there is no better proof of this physiologically based fact than your prevalent need for movement since you have played the role of the sedentary workshop participant since 9:00 a.m. Activity is synonymous with growth, with development - as man, in his basic inheritance possesses the capacity and need for movement. He has the necessary neuromuscular mechanism that makes movement possible. The heart beats - the lungs expand and contract - and the muscular system encourages activity of the large and small muscle groups. Without movement there is no life. Physiologically while man is alive, he must move in some way. But movement is more than a basic physiological necessity. It is the interpretation of the person - the self - to himself as well as others. Movement has been basic to any and all the advances in civilization that man has made. Whether in communications, the expressive arts, exploration or in the widening of his intellectual or perceptive horizons. Movement has been a significant factor either attending these advances or making them possible. Man learns through his repertoire of movement experiences. It may be the random activity of the baby reaching for the colorful objects tied above his bed. It may be the small boy on his bicycle widening his horizons during an autumn afternoon. Or it could be the man engaged in purposeful and meaningful work as a

means of livelihood. Regardless - movement is there. The greater his range of movement, the more enlarged his learning experiences becomes.

But society presents its limitations on this basic need for movement - call it activity, play, physical education, recreation. We need not reiterate the innumerable factors of our present day society that limit the opportunities for man to engage in activity. We are too familiar with them. It is an increasing challenge to those of us who accept this basic need of man to attempt to supply this need through a structured and directed experience involving activity and movement - known as Physical Education and Recreation. We want these experiences for ALL children, especially during the "skill hungry" years. I have often thought of the saying, "A little child shall lead them" as I have observed a growing concern and emphasis on the Physical Education and Recreation program in the elementary schools. I would like to paraphrase it in this way. "The littlest child shall lead them" because I firmly believe that the research and emphasis on motor skills and motor learning placed by those interested in programs for the mentally retarded, the slow learner, and children with speech and reading difficulties have had a far reaching effect. Children for generations have been able to take up the slack and to get by as best they could with little or no help from the educator. Now it is the "littlest child" - the retarded child - who needs our help and support - who has made possible such a workshop as we are having today.

I would like to go on record advocating that ALL children in Mississippi need the opportunity to participate in a directed and structured program of physical activity based on the:

A. Physical objective, which involves the improvement of general health, of strength and endurance, and the development of the basic motor and neuromuscular skills.

B. Social and emotional objective, which revolves around group effort towards a common goal; group acceptance; cooperation, dependability and the joy and satisfaction of participation in an activity.

C. Intellectual objectives of decision making, reasoning; strategy of group or team play.

These we state are objectives for the children of the normal elementary school age. For the retarded child, may I illustrate my point with a story concerning John Stuart Mills. As a philosopher, he was troubled by recurrent dreams in which the nagging question of how to solve the riddle of the universe appeared over and over. One night he was suddenly awakened by an answer - "Think of it in different terms". For the retarded child - "Think of him in different terms". He needs each of these three objectives, but only on his individual terms. The retarded child needs vigorous activity to grow strong and healthy and happy. Too often due to a

lack of direction, over protection or even neglect, they are weak, overweight and unfit, missing much of the joys of childhood. It has been found through various studies that the lack of mental ability resulting from arrested mental development does not effect the levels of physical fitness and motor development. If these children are challenged by leading them into various developmental activities, they will grow not only in strength, endurance, and over-all fitness but they will improve in appearance as well as emotional, social and mental behavior. An educational concept has been raised in the last few years that an appropriate planning of physical activity for the retarded will affect the personal capacity for thought and action. As the degree of well being, alertness and interest in reality and action is raised, the attention span is expanded with the resultant benefit of increased awareness, more associative perceptions and more thought. Presumably a more effective intellectual potential will arise.

How can this be accomplished? Schiller once said that "a human being is at his best in play". The word "play" as used in this context includes health, strength, vigor, reaction time and inner being. It includes wholesome self awareness, a sense of purpose, individual achievement, motivation for self improvement, a sense of belonging and sharing ability to relate to others, self control, comfort in social grouping and many others. This cannot be left to chance. Only the adult has the strength of mind and character

to foresee the interest and needs of the retarded child and to structure his experiences - to plan a program - to organize a plan. This plan must include activities that will increase in intensity - that will challenge, stimulate and demand a high degree of performance of him. These activities must stand out in their unusualness to provoke his curiosity. In them there must be social participation, leading to social growth. The retarded individual should take part in activities engaged in by the normal person - only at a different rate. Remember the John Stuart Mills' illustration - "To think in different terms". Skills come more slowly but the reward is great. Instruction should be carried out in small groups or on a one-to-one ratio. Teaching should be direct with an emphasis on visual demonstration. Encouragement should be frequent and sincere. The retarded child interprets failure in terms of rejection either by the adult or by his peers. Generalized corrections becomes "his" lack of individual worth. In this aggressive and highly competitive society this "littlest child" lacks those specific characteristics which enable him to cope with his environment. Lend him your hand - through your teaching - your program! With the right kind of help, through programs of physical education and recreation, we can aid him in becoming a job holder, a wage earner and a responsible citizen.

Emily Dickinson once wrote:

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching
Or cool one pain;
Or help one fainting robin
Into his nest again
I shall not live in vain.

Can we do more!

UNIVERSITY OF MISSISSIPPI

NOVEMBER 2, 1967

TO: SPECIAL EDUCATION AND PHYSICAL EDUCATION TEACHERS AND INTERESTED PERSONS

FROM: JAMES W. MANN, COORDINATOR OF SPECIAL EDUCATION

SUBJECT: WORKSHOP ON THE PHYSICAL EDUCATION AND MOTOR DEVELOPMENT OF MENTALLY RETARDED CHILDREN

The University of Mississippi's School of Education will sponsor a one-day workshop on the "Physical Education and Motor Development of Mentally Retarded Children" in the Continuation Center Auditorium, November 11, 1967. This workshop is partly supported from a Kennedy Foundation Grant and is in co-sponsorship with the Mississippi State Department of Special Education. All Special Education and Physical Education Teachers throughout Mississippi are cordially invited along with other persons who are interested in this area. The following program gives indication of the depth and breadth of coverage and quality of the workshop:

9:00 - 9:30 - Registration
Introduction

9:30 - 10:30 - Keynote Address - Dr. Leo Kelly, Professor of Education, Memphis State University

10:30 - 10:45 - Coffee Break

10:45 - 11:45 - Panel discussion and questions - Dr. Avery Harvill, Moderator

1. Medical Aspects - Dr. Chain L. Huang, Professor of Pharmacology

2. Psychological Aspects - Dr. Paul Cotten Associate Supervisor of Special Education, Mississippi State Department of Education

3. Social Aspects - Dr. Leo Kelley, Professor of Special Education, Memphis State University

11:45 - 1:00 - Luncheon Speaker - Dr. Paul Cotten, Federal Financial Assistance Programs for Handicapped Children

1:00 - 1:30 - Demonstration

1. Testing - Evaluation - Dr. Avery Harvill, Head of the Physical Education Department, Athens College, Athens Alabama

2. Group led through work session - Mrs. Beth Jacks, Special Education Teacher, Oxford Public Schools

3. Dance Session - Miss Mary Hubbard, Instructor, Blue Mountain College

Questions and Answers:

Closing presentation on

1. Ongoing program

2. Resources available

3. Motivation and stimulation of participants to initiate action programs

WORKSHOP

on

Physical Education
for the
Mentally Retarded

Sponsored by

the Departments of Psychology and
Health, Physical Education and Recreation

of

University of Southern Mississippi in Hattiesburg

Wednesday, December 6, 1967

9:30 Registration - Girls Gym

10:00 Workshop Opening
Invocation: Rev. Peter DeRuiter, Past President of Hattiesburg Association of Retarded Children

Welcome: Dr. McQuagge, Dean of Education and Psychology, USM

Greetings: Lloyd Rhian, State President of Mississippi Association of Retarded Children

Introduction: Meridian Group by Miss Marianne Brown, USM

10:15 Meridian Public Schools: Miss Gene Kidder and Mrs. Fredna Cross

11:30 Questions

12:00 Lunch

1:00 Demonstration - Educable - Mrs. Bonnie Gooding, Main Street School, Hattiesburg

1:45 Break

2:00 Demonstration - Trainable - Mrs. Abby Rogers, Main Street School, Hattiesburg

2:45 Closing Session: Paul Cotten, Associate Supervisor of Special Education, State Department of Education

BALANCE BEAM EXERCISES

1. Walk forward on beam, arms held sideward.
2. Walk backward on beam, arms held sideward.
3. With arms held sideward, walk to the middle, turn around and walk backward.
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet.
5. Walk to center of beam, then turn and continue sideward right.
6. Walk forward with left foot always in front of right.
7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of right.
9. Walk backward with right foot always in front of left.
10. Walk forward with hands on hips.
11. Walk backward with hands on hips.
12. Walk forward and pick up a blackboard eraser from the middle of the beam.
13. Walk forward to center, kneel on one knee, rise and continue to end of beam.
14. Walk forward with eraser balanced on top of the head.
15. Walk backward with eraser balanced on top of the head.
16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.
17. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and stop over the wand.
18. Walk backward and step over wand.
19. Hold wand at height of 3 feet. Walk forward and pass under the bar.
20. Walk backward and pass under the bar.
21. Walk the beam backward with hands clasped behind the body.
22. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
23. Walk the beam forward, arms held sideward, palms down, with an eraser on back of each hand.
24. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
25. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
26. Walk the beam sideward, right weight on balls of feet.
27. Walk the beam sideward, left weight on balls of feet.
28. Walk forward to middle of beam, kneel on one knee, straighten right leg, forward until heel is on the beam and knee is straight. Rise and walk to end of the beam.
29. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to the end of the beam.

30. Walk backward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
31. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
32. Hop on right foot, the full length of beam.
33. Hop on left foot, the full length of beam.
34. Hop on right foot, the full length of beam, then turn around and hop back.
35. Hop on left foot, the full length of beam, then turn around and hop back.
36. Walk to middle of beam, balance on one foot, turn around on this foot and walk backwards to end of beam.
37. Walk to middle of beam left sideward, turn around and walk to end of right sideward.
38. With arms clasped about body in rear, walk the beam forward.
39. With arms clasped about body in rear, walk forward to the middle, turn around once, walk backward the remaining distance.
40. Place eraser at middle of beam, walk out on it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.
41. Walk the beam backward with an eraser balanced on the back of each hand.
42. Walk to middle of beam, do a right side support, rise and then walk to end.
43. Walk to middle of beam, do a left side support, rise and walk to end.
44. Place eraser on middle of beam. Walk out to it, kneel on one knee, pick up eraser, place it on the beam behind pupil, rise and continue to the end.
45. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.
46. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around and walk right sideward to the end of beam.
47. Hold wand 15 inches above beam. Balance eraser on head, walk forward stepping over the wand.
48. Hold wand 15 inches above beam. Balance eraser on head, walk backward stepping over the wand.
49. Hold wand 15 inches above beam. Balance eraser on head, walk sideward right, stepping over wand.
50. Hold wand 15 inches above beam. Balance eraser on head, walk sideward left, stepping over wand.
51. Hold wand 3 feet high. Walk forward, hands on hips, and pass under the bar.
52. Hold wand 3 feet high. Walk backward, hands on hips and pass under the bar.

53. Hold a piece of paper at the right angle so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with teeth, rise and walk to end of beam.
54. Place paper as in #53, walk out to it, to a left side support, pick up paper with teeth and walk to end of beam.
55. Place paper as in #53, walk out to it, to a right side support, pick up paper with teeth and walk to end of beam.
56. Hop to middle of beam on left foot. Turn around on same foot and hop backward to the end of the beam.
57. Hop to middle of beam on right foot. Turn around on same foot and hop backwards to the end of the beam.
58. Walk beam forward, eyes closed.
59. Walk beam sideward, eyes closed.
60. Walk beam backward, eyes closed.
61. Stand on beam, feet side by side, eyes closed, and record number of seconds balance is maintained.
62. Stand on beam, one foot is advance of the other eyes closed and record number of seconds balance is maintained.
63. Stand on right foot eyes closed and record number of seconds balance is maintained.
64. Stand on left foot, eyes closed, and record number of seconds balance is maintained.
65. Walk beam sideward left, eyes closed.
66. Partners start at opposite ends, walk to middle, pass each other, and continue to end of beam.
67. Place hands on beam have partner hold legs (as in wheel-barrow race) and walk to end of beam.
68. Same as #67, but partner walks with his feet on the beam instead of the ground, straddling the beam.
69. "Cat Walk" on beam, walk on"all fours" hands and feet on beam.

Note: Standard beam size: 2" x 4" x 10". Supports 1" x 4" x 10"

As pupils improve in balancing skills, make another beam with the top tapered down to one inch in width; another with a half-inch top.

Issued By:

Health and Physical Education Department

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

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SUGGESTIONS FOR ACTIVITIES WITH BALLS

The acquisition of foot/eye and hand/eye coordination is essential if children are to take part in games activities with any hope of success and enjoyment. The use of balls in this respect should not be under-estimated.

Most children enjoy playing with a ball and mentally handicapped children are no exception to this. Balls, both large and small, therefore, are suitable apparatus for such children. The activities that can be performed with a ball are almost endless, they range from the individual activities to cooperative group games and from the very simplest acts to the highly complex skills. It is possible, therefore, for mentally handicapped children to be presented with activities suitable to their ability and aptitude and from which they will be able to obtain those feelings of achievement and success which are so necessary to them.

With the younger children and the less able children it may be necessary to teach methods of throwing and catching a ball and in general with this type of child more satisfaction will be obtained from using bigger balls, the smaller ones being retained for the more able children.

The following list of activities is by no means complete, it is intended to show the types of activities that can be offered. Those teachers and counselors with

initiative and imagination will adapt the activities and go on to devise others which will either be more suitable, or make a bigger effect on the children.

BOUNCING ACTIVITIES

1. Standing - free bouncing a ball with either hand.
2. Standing - bouncing a ball with alternate hands.
3. Moving about in the area - free bouncing (a) with either hand, (b) with alternate hands. (This should progress from a slow walk to free running)
4. Bouncing a ball freely - either hand, or alternate hands etc. but moving around obstacles.

THROWING ACTIVITIES

(Small balls are often more convenient for this type of activity)

5. Throwing the ball at the ground to make it bounce as high as possible.
6. Bouncing a ball as high as possible (see 5) and catching it. The progression here is to perform various activities before catching the ball. Eg. turning about, clapping the hands a set number of times, squatting and standing up, etc.
7. Throwing the ball at a wall and catching it on the rebound. The ball should be thrown at various heights and with varying speeds.

8. Standing - Throwing the ball at the ground so that it bounces up to and off a wall. Catching the ball as it rebounds off the wall.

9. Standing and performing 7 and 8 but introducing various actions before catching the ball. Eg. Turning about etc. (see item 6)

10. Free throwing the ball into the air and free catching.

11. Free throwing the ball in the air and performing various activities before catching the ball (see items 6 and 9)

12. Throwing the ball with a spin on it so that it will turn either way, or even return to the thrower.

Working in Pairs

13. Free throwing and catching in pairs.

14. Throwing the ball at the ground so that it can be caught by partner after the bounce.

15. Each of the pairs with a ball. Throwing and catching i.e. exchange catching.

16. Each of the pairs with a ball. Throwing with a bounce and catching i.e. exchange catching.

Working in Threes

17. Hand dribble with the ball. (Three man weave)

18. Foot dribble with the ball. (Three man weave)

19. Exchange passing in threes.

MISCELLANEOUS

20. Dribbling with the feet quite freely around the area.

21. Dribbling freely round a set of obstacles.

22. Kicking the ball quite freely.

23. Kicking at a target. (This is better with a bigger ball.)

24. Walking along a balance beam - rolling the ball along the beam.

25. Sitting on the ground with the feet out straight in front. Lifting the legs and rolling the ball under the legs while they are in the lifted position.

26. Sitting and lying on the back. Rolling the ball round the body with hands and trying to trace the biggest area possible.

27. Lying on the back. Picking a ball up between the feet and raising it overhead to place it on the ground.

28. Ditto 27 but passing the ball to a partner also lying on his back with his legs raised overhead to receive the ball.

29. Juggling with two small balls.

30. Juggling with three small balls.

31. Free dribbling a ball with a walking stick.

Relay Races

32. Hand dribble relay - dribble the ball with the hand round a target and back to the team when the ball is taken over by the next member of the team, etc.

33. Foot dribble relay as in item 32 but dribbling the ball with the feet.

34. Dribble, throw and catch relay. The first member of the team dribbles the ball to a mark, picks it up and throws it back to the next member of the team etc. This may be dribble with the hand and a throw return or with the foot and a kick return.

35. Run and throw relay. The first member of the team runs to a mark, turns and throws the ball to the next member of the team who runs, etc.

36. Tunnel ball relay. The first member of the team with the ball. All the team stands straddle leg to form a tunnel. The first man throws the ball down the tunnel to the last man, who catches it and runs to take the place of the first man, the whole team moving back one place, etc.

Suggestions for Activities With Skipping Ropes

Ropes make useful apparatus for mentally handicapped children, they can be obtained easily, they are cheap and when used with initiative and imagination can provide a wide variety of attractive activities. There are those simple activities which even the very severely handicapped child can attempt while for the children who are more able there are numerous activities of a strenuous, demanding nature.

The following list is now complete. Those teachers and counselors with imagination will be able to adapt many of the activities to suit their own particular purpose and their own individual children.

Ropes Laid Out On The Ground In A Straight Line

1. Balance walk along a rope.
2. Balance walk along a rope by sideways steps.
3. Standing facing the rope - jumping over the rope.
4. Standing facing the rope - jumping backwards over the rope.
5. Running high jump over the rope.
6. Standing to one side of the rope - jumping from side to side over the rope.
7. Ditto 6 but progressing along the rope.
8. Standing astride the rope - jumping with heel clicking above the rope.

10. Crouch facing along the rope - crouch, or bunny jumps, from side to side along the rope.

Ropes Laid On The Ground In The Form Of A Circle

11. Running jump to land in the circle in a crouch position. This is to be followed by various jumps out of the circle eg. frog jump, bunny jump, etc.
12. Standing - jumping in and out of the circle.
13. Standing astride the circle - jumping with heel clicking above the circle.
14. Balance walk (forward, backward, sideways) around the circle.
15. Cartwheel over the circle.

With The Rope Held By Two People

16. With the rope held at various heights from the ground - a running jump over the rope. (This can be performed over the rope as a follow my leader type of activity in small groups).
17. With the rope held close to the ground but shaken gently from side to side (snake wriggling) - jumping over the rope (snake).
18. With the rope held close to the ground but shaken gently up and down - jumping the rope (snake).
19. Skipping (jumping) in a turning rope.
20. Rope weighted at one end and swung around and around. (a few inches above the ground.) The group stand in a

circle round the swinging rope and jump over it as it passes each time.

As A Skipping (jump) Rope

21. Standing free skipping on the spot
22. Free skipping on the run.
23. Standing - jump skipping off both feet together.
24. Ditto but moving forward with each jump.
25. Ditto but turning the rope twice to each jump.
26. Any kind of skipping backwards.
27. Any kind of skipping but allowing the rope to turn to one side freely from time to time.
28. Any kind of skipping but occasionally crossing the arms.

Suggested Activities For The Use Of Tires

When Secured To The Ground Horizontally (i.e., flat)

1. Running activities around the tires--various patterns can be introduced.
2. Running or walking backwards, sidewards (slide, cross over in front, cross over in back), and in combinations around the tires--various patterns can be used with these steps.
3. Running through the tires--stepping from tire to tire (avoiding stepping out of tires)
4. Running through tires--stepping from tire to tire (avoiding stepping out of tires)
5. Standing in a tire--jump outside in various directions (forward, backward, sidewards, etc.)
6. Standing in a tire--jump outside invarious ways and then jump back into the tire continuously. Use various rhythms.
7. Standing in a tire--upward jumping landing in a side straddle position, landing in a forward stride position, alternating with various combinations.
8. Standing in a tire--upward jumping returning in the tire in the starting position.
9. Standing in a tire--astride jumping so that landing is accomplished with one foot in the center of the tire and the other outside, alternating; same procedure but with feet forward and in middle and then back of tire and in the middle; use various combinations.
10. Standing in a tire or astride tire--jump and slap the heels landing in the same or different position.
11. Standing in a tire or astride tire--jump and click heels together once then twice landing in various positions.
12. Rabbit jump out of tire; frog jump out of tire; go from tire-to-tire.
13. Walking and balancing activities around and on top of the tire.

When Secured to the Ground Vertically (i.e. upright)

1. Crawl through the tires--forward, backward in various patterns (i.e., both arms and feet together; one arm or foot first followed by the other arm or foot; arms at the side; arms folded across the chest; eyes closed) go through on side (one side and then the other); go through from one tire to the next changing patterns from tire to tire.

2. Leap frog over tire the long way; leap frog over tire the wide way; place several tires close together and develop different patterns from their relationship to each other; use different size tires.

When Tires Are Not Secured

1. Roll tires (individually, relays, different directions, various speeds, with large rock anchored in one side of the casing).

2. Run with tire (i.e., step into the tire and bring it up to about waist height, hold in this position and run; held up around the chest; hold lower around the legs; hold over the head).

3. Jump, hop, etc. with tires in the positions mentioned in #2.

4. Dual activities: running, jumping, hopping, skipping, etc., with two partners carrying the tire in different positions.

5. Triple activities: two carry the tire with a third person sitting in the tire.

6. Someone stretching out in the tire and others rolling him while in the tire; someone getting into the tire and others rolling him while in the tire.

Suggested Activities For Logs

The logs should be about 10 inches in diameter and 12 inches long. The most convenient weight of a log is about one-tenth of the body weight. It makes it easier to handle the log if hand holds are cut into both ends. All of these activities can be accomplished with regular fire place logs that have had no special preparation.

1. Standing with feet astride--free swinging of the log (trace big circles, write letters, draw figures, make shapes, write words like the person's name, etc.)
2. Standing with one foot forward and the log to the chest--chest push or throw for distance or accuracy.
3. Standing with feet astride and the log held up in the air--bend down and swing the log between the legs followed by heaving the log forward.
4. Standing and throwing or putting the log forward using either hand or both hands.
5. Standing with feet astride--hold log overhead with both hands and throw the log forward; can also be done in a sitting position.

6. Lying with feet astride and the log held above the head sit up and throw the log; do sit ups holding the log behind the neck.

In throwing activities careful organization is needed otherwise there could be danger. Keep participants in a straight line, all throwing in the same direction, and retrieving on a given signal.

7. Standing on the log in any balance position (i.e., on one log, while performing arm actions, lunge position, etc.): these can be done with the log on its flat side or on its round side.
8. Standing on the log and rolling the log along (forward, backward).
9. Pushups with the hands on the log (on end, on round side).
10. Push up position with arms extended and hands on the log--walk around the log in this position.
11. Push ups with feet on log (high or low position of the log.)
12. Lying on back with log held overhead, raising the logs.
13. Standing holding the log at arms length.
14. Forming the bridge position with the head on the log and the feet on the ground.
15. Wrestling the log (i.e., standing with the log held in one hand above the head, lower the log, twisting the hand outwards and bring the log under the arm to the holding arms length position forward).
16. Standing on one side of the log--jump sideways over the log; jump forward or backward over the log.
17. Relay races with the log: (a) potato race, (b) bunny jumps with the logs, (c) potted plant race (i.e., start with two logs; stand on one log, move the second into position for a forward step; move to this log; pick up the first log, move it into position in front of the log on which he is standing; continue in this manner forward).
18. Weight movements--use any conventional barbell or dumbell movement (i.e., press, curls, rowing, pullovers, etc.)
19. Travel on log--prone position and move log from chest area to abdominal area and back again.
20. Rifle exercises--use any of the free swinging exercises used in rifle exercises or drills (the same can be done for Indian Club moves, etc.)

NOTE: When using both tires and logs for activities, encourage the participants to develop their own exercises and moves-- the sky is the limit. Sometimes these personal exercises can be called "My Exercise" and can be used as the stimulus for art lessons (draw "My Exercise"), English papers (write about "My Exercise"), music experiences (make songs about "My Exercise" and sing them), oral expression (tell about "My Exercise", etc.

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Title	Label
Adventures in Mother Goose Land	RCA Victor
A Walk in the Forest	Young People's Records
Animal Fair	Columbia
Bozo at the Circus	Capitol
Capitol Ship - 436	Young People's Records
Carrot Seed, The - 1003	Children's Record Guild
Childhood Rhythms - Series 1 & 2	Ruth Evans - 326 Forest Park Avenue, Springfield, Massachusetts
Chugging Freight Train, The	Young People's Records-728
Come to the Fair	Young People's Records - 733
Eva Three Step (Teddy Bear's Picnic)	Columbia -16001 -90042
Going West - 301	Young People's Records
Hansel and Gretel(LP) -21620	Columbia - 1948 - 7436 - 11929 - 22175 -22176 - 8948

Title	Label
I'm Dressing Myself	Young People's Records-803
Johnny Appleseed	RCA Victor
Little Black Sambo and His Jungle Band	RCA Victor
Little Engine That Could, The - 12394	RCA Victor
Little Indian Drum - 619	Young People's Records
Little Pedro and the Street Singers	Children's Record Guild
Little Toot	Capitol
Little Tune That Ran Away, The	Decca
Magic Record, The -90002	Decca
Mozart, His Story and His Music	Vox
Neighbor's Band, The - 726	Young People's Records
Night Before Christmas, The	Decca
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Rudolph, The Red-Nosed Reindeer	Decca
Said the Piano to the Harpsichord	Young People's Records
Schubert, His Story and His Music	Vox
Sing Along - 722	Young People's Records
Sing a Song of Heroes	Records of Knowledge
Sing a Song of Inventors	Records of Knowledge
Sing a Song of Pioneers	Records of Knowledge
Sing a Song of Presidents	Records of Knowledge
Singing Games for Primary Grades	RCA Victor
Singing in the Kitchen	Young People's Records-730
Snow White	RCA Victor
Sorcerer's Apprentice, The	Capitol - 7021
Sousa Marches Album	Decca
Three Little Trains	Young People's Records-809
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